


Oct 10th, 1:15 PM - 2:30 PM

Beyond library resources: How to Implement Integrated Learning Across the Curriculum with Information Literacy Components using Hybrid Delivery

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**BEYOND LIBRARY RESOURCES:
HOW TO IMPLEMENT INTEGRATED LEARNING
ACROSS THE CURRICULUM
WITH INFORMATION LITERACY
COMPONENTS USING HYBRID DELIVERY**

**GEORGIA INTERNATIONAL INFORMATION
LITERACY CONFERENCE, OCTOBER 10-11, 2014**

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**MANHATTAN
COLLEGE**



GEORGIA INTERNATIONAL INFORMATION LITERACY CONFERENCE, OCTOBER 10-11, 2014

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WHAT ARE WE DOING TODAY?

- Part I.
 - Decrease the *Affective Filter*:
 - Create a comfortable environment
 - Constructivism and Community Building Exercises:
 - Establish communication among peers
- Part II.
 - Integrated Knowledge Learning (IKL) Working Group
- Part III.
 - Information Literacy, Library Outreach & Integrated Learning Strategies (e.g., flipping, ice breakers, collaborative teaching, etc.)
- Part IV:
 - Instructional Design: Scaffolding Assignments
- Part V:
 - Instructional Design:
 - Frontdoor vs. Backdoor questions to elicit active learning
- Q&A



ACTIVE LEARNING: ENERGIZER ACTIVITY



INTEGRATED KNOWLEDGE LEARNING (IKL) WORKSHOP SERIES @ MANHATTAN COLLEGE



PART I:

CONSTRUCTIVISM THEORY & ACTIVE LEARNING



- What is constructivism?
- Community Building:
 - Using an ice breaker to initiate communication among the group
- Community Building Activities
 - Energizers, Team Building Activities, Ice Breakers, etc.

• Try an Ice Breaker!

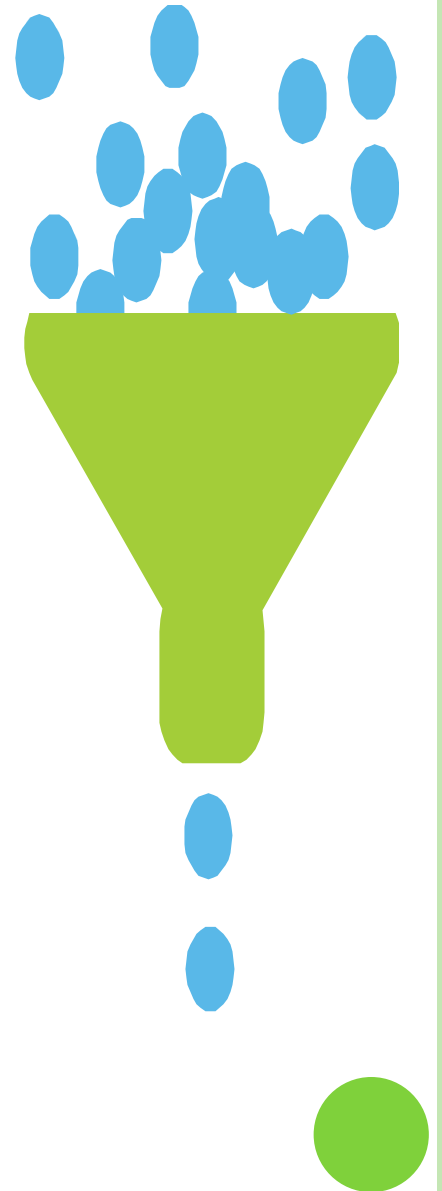
WHY SHOULD WE SEEK TO ESTABLISH A ACTIVE LEARNING COMMUNITY?

- Isolation does not foster a positive, supportive learning environment.

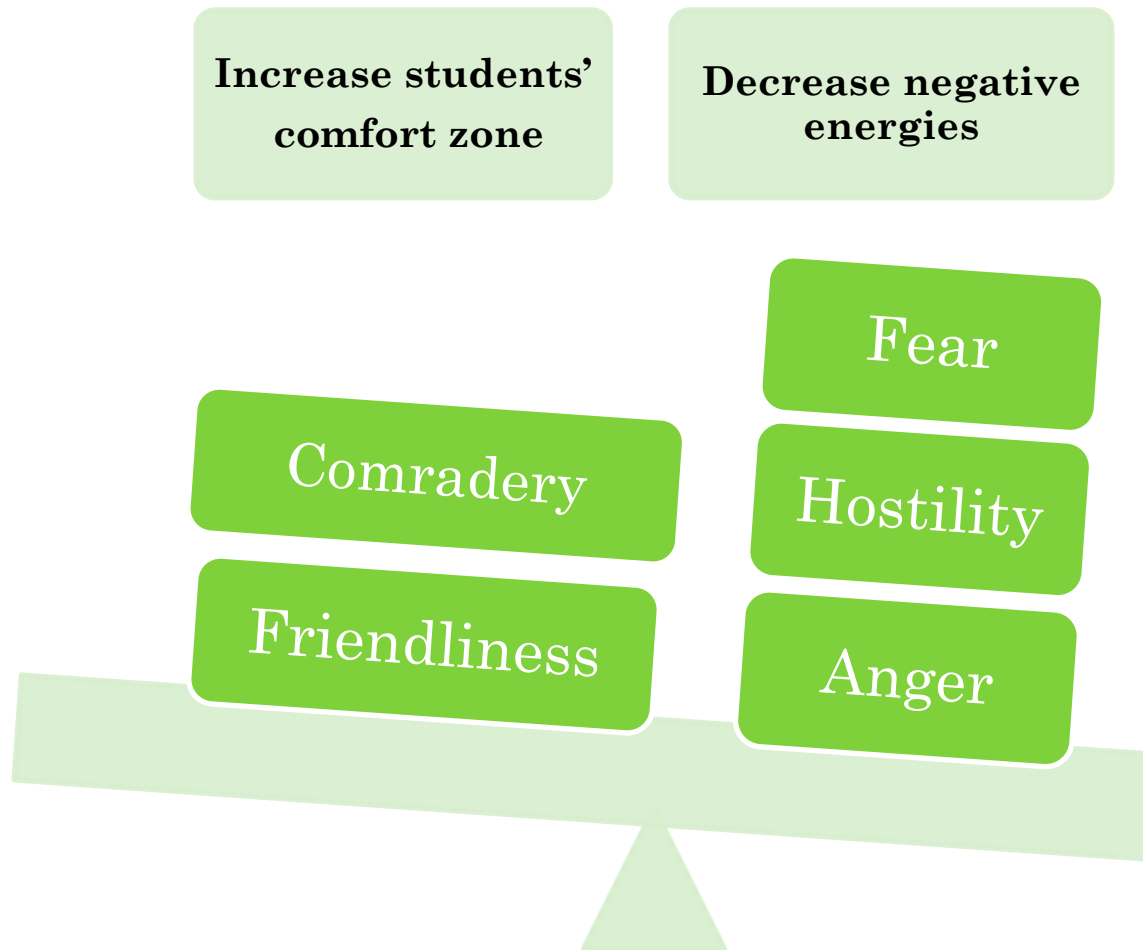


- Stephen Krashen's Affective Filter Theory from Second Language Acquisition Teaching
- *Affect* refers to non-linguistic variables such as
 - Motivation
 - Self-confidence
 - Self-esteem
 - Anxiety or Hyperactivity
- *Affective variables* include
 - Fear or anger
 - Nervousness & anxiety
 - Boredom
 - Resistance to change
 - Lack of motivation

AFFECTIVE FILTER THEORY BY STEPHEN KRASHEN



DECREASE THE AFFECTIVE FILTER



CONSTRUCTIVISM

- *ACTIVE LEARNING
- *COLLABORATIVE LEARNING
- *COOPERATIVE LEARNING
- *INTEGRATED LEARNING

Community Building Activities

Ice Breakers

Energizers



CONSTRUCTIVISM¹

- A **constructivist approach to teaching and learning holds that the learner, through interaction and experience with an object or process, creates knowledge.**
- Instruction based upon constructivist theory places the **student at the center of the learning environment**, while the instructor serves as a guide or facilitator.
- In direct contrast, traditional learning places the learning in a more **passive role, simply mirroring or reproducing knowledge that was provided by the instructor.**
- Constructivist theory has enjoyed a certain level of popularity in higher education as emphasis has shifted from a **pedagogical framework to a more andragogical** (i.e., adult and learner-centered rather than instructor-lead) one. Emphasis upon teaching critical thinking skills seems a natural fit with a constructivist-based approach to learning.
- **Critical thinking involves the conceptualization, analysis, synthesis, evaluation, and ultimate application of information** so that the learner may reach conclusions or form independent judgments based upon what the learner has experienced combined with previous knowledge.



MORE ON CONSTRUCTIVISM¹...

- The teaching of **critical thinking skills using a constructivist-based approach in the field of (online) library instruction** would be an effective means of reaching the large percentage of learners who do not participate in traditional face-to-face bibliographic instruction sessions.
- This is further supported by the Association of College and Research Libraries' Information Literacy Standards for Higher Education.





ICEBREAKERS



LEARNING COMMUNITIES

Learning Community Pros (now)

- Learning community provides
 - Safe space to exchange ideas
 - In person
 - Online discussion forum
 - Study pals
 - Sense of security
 - Sense of comradery
 - Peer with whom one can discuss assignments, projects, research, etc.

Lifelong learning skills (part of educational process for the future)

- Learn content material with their peers and instructor(s)
- Builds collaboration skills and team work abilities
 - Interpersonal skills are important in lifelong learning
 - Collaborating with peers is important in personal and professional lives



ICE BREAKER ACTIVITY

Introduction

- Gallery Walk (with or without music)
- Stop Walking
- Turn & talk
- Pair Share
- Introduce yourself

Pair Share Activity

- Name
 - Institution
 - Position
- What was one of your favorite courses as an undergraduate? Why?
- What is one of your most important lessons in life?



ICE BREAKERS FOR ACTIVE LEARNING...



○ Theme Sharing

- Long paper
- Tape
- Colored Markers
- Hang on the wall
- Gallery Walk

○ Read aloud

- Brief reading
- Brainstorming
- Small group or Pair Share
- Each student reads another student's reflection

○ Pair Share

- Partner collaboration

○ Gallery Walk

- With music
- Introduce yourself to another person

○ Small Group Work in class

- 3-4 participants

○ Reading & Writing a reflection

- with scaffolding

○ Share group activity in the cloud

- Google Drive
- Dropbox




COMMUNITY BUILDING, ICE BREAKERS, ENERGIZERS, ETC.

Why should we establish communication among students?

- Establish communication & create comfort zone
- Study Pals
- Share concerns about assignments & other issues
- Peer evaluation
- Team work
- Collaborative learning or cooperative learning

How should ice breakers be used?

- Beginning of semester
 - Before an assignment
 - After an assignment
 - Gradual process, not a one-shot exercise
 - Build one activity upon another
 - Lead up to the main project, paper, assignment, etc.
- 

PART II:

INTEGRATED KNOWLEDGE LEARNING (IKL) WORKING GROUP AS A LEARNING COMMUNITY

- Five Schools
- Library
- Instructional Designers
- IKL Consultant
- Guest Speaker
- CELT Director



PARTICIPANTS IN THE IKL PROGRAM

- School of Engineering
 - Undergraduate
 - Graduate
- School of Arts
 - Undergraduate Programs only
 - Majors and Minors
- School of Education
 - Undergraduate
 - Graduate
- School of Science
 - No majors at this time
 - Supportive role to School of Engineering, Health Sciences and Business
- School of Business
 - Undergraduate
 - Graduate
- School of Professional and Continuing Studies
 - Adult Learners (mainly non-traditional students, Adult Learners)
 - Undergraduate
 - Graduate
- Center for Excellence in Teaching and Learning (CELT):
 - Faculty and Administrators in Academic Support Units
 - Professional Development Venue for Faculty and Administrators
 - Collaborative Teaching across the curriculum
 - Technology in the classroom



INSTRUCTIONAL DESIGNERS (IDs)

In person meetings

- Community Building Activities
- Facilitators or Guides
- Faculty as students
- Found commonalities among the group
- Created working groups of 5 or less
- Designed activities

Online Activities in Moodle

- Posted questions for reflection
- Faculty, the students, participated in discussion board
- Posted articles to read
- Another activity online
- Peer reviews of reflections
- IDs commented on everyone's reflections/comments





CENTER FOR EXCELLENCE IN TEACHING & LEARNING (CELT)

○ CELT's Faculty Development Day

- August 21, 2014
- Shared the group's successes & failures with college community

○ IKL Working Group's Presentation

- Collaborative Teaching & Integrated Learning
- Critical Thinking Guides or Assignment Structures
- Cross-discipline, inter-collegial experience
- Active Learning based on Constructivist Theory
- Community Building Activities
- Guidance in activities
- Faculty team work guiding students in active learning experiences



PART IV:

INFORMATION LITERACY & LIBRARY OUTREACH WITH INTEGRATED LEARNING



- ❁ *Flip the Class*
- ❁ *Roving Librarian*
- ❁ *Scaffolding Assignments*
- ❁ *Cross-disciplinary collaborations*
- ❁ *Backdoor vs. Frontdoor Questions*
- ❁ *Info Lit as a hands-on workshop*

COLLABORATIVE TEACHING & INFO LIT WITH FACULTY FROM ENGLISH DEPARTMENT

Milton: Flip the class & community building

- Community Building activity via email
- Established communication among student, professor & librarian
- Research task assigned: ***narrowing the topic****
- ***Pre-workshop research done or flipping the class***
- Hands on workshop with professor and librarian as facilitators
- Post workshop consultations with librarian and professor

Jane Austen: Workshop on Historical Newspapers

- ***Professor-Librarian Collaboration in design of activities***
- Librarian visit to class (***ice breaker***)
- ***Pre-workshop*** research
- Narrowing the topic
- ***In class hands on*** workshop with assistance from professor & librarian
- ***Follow up*** with librarian/professor consultation



COLLABORATIVE TEACHING, INTEGRATED LEARNING & BUSINESS FACULTY

Negotiation and Conflict Seminar Course

- ***Problem-solving activity***
- Students were to select a conflict
- Research the conflict
- Examine multiple ways to resolve the conflict
- ***Select the best resolution, critically analyze*** it, & provide details why it would be the most successful

Collaborative Methods

- ***Faculty-Librarian brainstorming session***
- Ice Breaker intro with students
- Pre-research session followed by ***flip the class***
- Workshop & ***Hands on Practice*** with Librarian
- Post Info Lit evaluation with professor



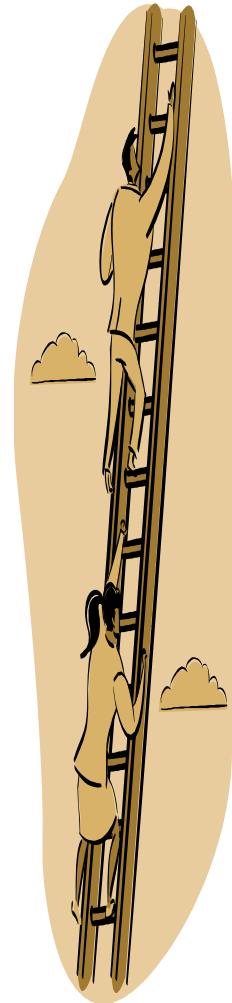
INSTRUCTIONAL DESIGN: SCAFFOLDING ASSIGNMENTS

- When students are not very analytical or have not developed their analytical skills sufficiently, the instructor /librarian should SCAFFOLD assignments.

- **Temporary support** that helps students achieve proficiency with a skill(s) or concept(s).
- As students grasp the concepts and demonstrate proficiency in learned skills, *the scaffold is removed*.
- It is possible to *introduce a new scaffold* with more complex concepts and at a higher analytical level.



SCAFFOLDING ASSIGNMENTS



WHY SHOULD WE SCAFFOLD ASSIGNMENTS?

- *Students need to develop meta-reflective capacities, abilities that allow them to reflect upon, understand and value their strengths, gaps, and development as learners over time and across contexts² (Freshwater & Rolfe, 2001).*
 - **BUT**
- They must be guided through the critical thinking process.
- Scaffolding breaks down an activity or assignment into small segments.
- One activity builds upon the next one.
- A series of scaffolded exercises leads up to a major presentation, research paper, project, experiment, etc.



INSTRUCTIONAL DESIGNER + TEACHING FACULTY + LIBRARIAN/LIBRARY FACULTY...

Intro to Management course (basic Info Lit)

- 1st-year students
- Online Catalog & activity
- General Database & Activity
- Annotated Bibliography
- Book Review with proper citations & an outline of what is expected in the assignment
- Outline: Main points of articles and book

Collaborative Methods

- Librarian and Teaching faculty work together
- Consult Instructional Designer
- **Flip the class** → have students look at a different database with list of questions
- **Backdoor/Front-door questions³**



EXAMPLE: JOURNAL SYNTHESIS⁴ EXERCISE

- Prepare a **synthesis journal of 500 words based on each week's readings** in which you synthesize the readings and then add your response. The journals are to be double-spaced and in 12-point font, and brought to class to be shared.
- **Step 1: Choose a theme** from the readings for the week. **Identify** it clearly at the start of your journal entry by stating the theme directly.
- **Step 2: Add a quote** from one of the readings that provides a good example of your theme – be selective. **Be sure to cite the author, year of publication, and page number in accordance with APA style [for example: (De Jong, 2011: 48)]**.
 - *Please note that you do not need a reference list for the journals, just an in-text citation.*



JOURNAL SYNTHESIS CONTINUED...

- **Step 3.** Show how the theme is developed across both/all texts assigned for the week, demonstrating that you have done the reading and how you have understood what you have read.
- **Step 4.** Once you explain how the authors have developed this theme, you are invited to **insert your responses and draw from your personal experiences or observations.**



RUBRICS AND GRADING PARAMETERS...


- **Synthesis journals** will receive a grade of:
 - – the synthesis journal does not meet the minimum requirements,
 - ✓ the synthesis journal meets the requirement, or
 - + the synthesis is exceptionally clear, focused, and persuasive.
- **Points are deducted for late synthesis journals, so if you are absent on a date when journals are collected then you must send them to me electronically on or before the due date so they are not considered late. (30% of final grade, including other weekly assignments).**



JOURNAL SYNTHESIS: COMMENTS

- Graduate students
- APA Style and citations were omitted.
- Relating the theme to both texts was difficult.
- Students were not at the same analytical level.
- Inserting personal experiences was easy, but not relating those experiences to the readings.





INSTRUCTIONAL DESIGN: FRONTDOOR VS. BACKDOOR QUESTIONS

- Structuring questions to elicit thinking
- Scaffold backdoor questions that lead up to a task, assignment, project, presentation, experiment, etc.
- Backdoor questions are a great exercise in developing critical thinking skills

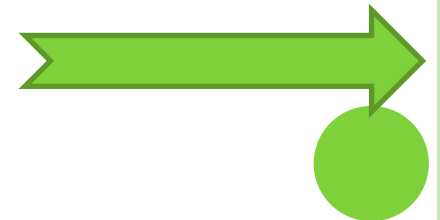


FRONTDOOR AND BACKDOOR QUESTIONS

Students often need guidance in connecting their learned knowledge and experiences to academic concepts.

They need help connecting abstract concepts to actual events.

Structuring questions to guide their thinking process facilitates the research process.



ACTIVITY 1: DO THIS NOW!

Observe the photo below.

Write four things you see.



○ 1.

○ 2.

○ 3.

○ 4.



ACTIVITY 2: DO THIS NOW!

Look at the photo below.

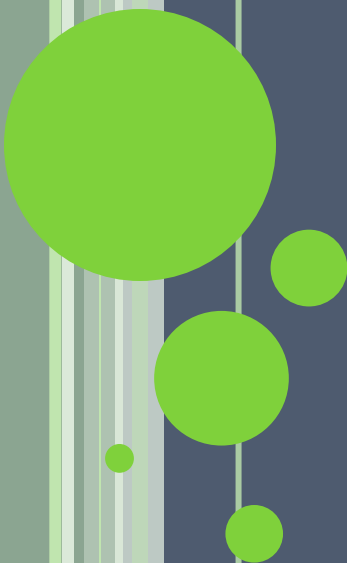


Answer the questions.

- 1. Who is eating turkey?
- 2. What color is Snoopy's hat?
- 3. What color is the sky?
- 4. Where are they eating their meal?



WHICH ACTIVITY REQUIRED MORE THINKING?

- 
- What did you like about activity 1?
 - What did you like about activity 2?
 - Which one do you prefer?
 - Why? Support your answer.

BACKDOOR VS. FRONTDOOR QUESTIONS

Activity 1: Backdoor

- Online retailers sites have many tools to make shopping simple..
- Name three tools that are useful to you. Why do you find them useful?
- How are the tools in the retail site similar to the ones in a library database? Support your explanation.

Activity 2: Frontdoor

- Library Databases are similar to online retail sites because both have features to simplify searching.
- What tools are provided in the online shopping site?
- What tools are in your favorite database?
- What tools do both provide you with?



SIMPLE CHANGES

- Introduce changes like the backdoor questions
- Observe whether your students are more creative in their responses
- Help you assess whether they are following your explanations or demos
- Reference Desk, Research Consultations, Info Lit classes or Workshops



The left side of the slide features a series of vertical stripes in various shades of green and grey. Overlaid on these stripes are several circles of different sizes, also in shades of green, creating a modern, abstract design.

CENTER FOR FELLOWSHIP & GRADUATE SCHOOL: JASPER SCHOLAR PROGRAM

🌸 Academic Support Department collaboration
with Teaching Faculty and Librarian/Library
Faculty

JASPER SCHOLAR PROGRAM

Jasper Scholar Program

- Apply: Submit a proposal
- Teaching Faculty as advisor
- Librarian as academic support



- *Student at the center of learning*

Cross-disciplinary collaboration

- JSP Director & Teaching Faculty
- JSP Director & Librarian
- Librarian & Professor
- Professor & Student
- Student & Librarian
- Student & JSP Director
- Student & Student Team
- Student Team &.....



NOW WHAT HAPPENS?



Where do we begin?

- Decrease the Affective Filter
- Outreach
- Collaboration
- Comfortable environment
- Instructional Design
- Community Building
- Flipping the class
- Scaffolding
- Frontdoor vs. Backdoor questions

Start in segments.

- Try portions of a lesson
- Evaluate how that works out
- Build upon that
- Collaborate with a peer
- Expand & try another strategy





***THANK YOU.
ENJOY THE REST OF THE
CONFERENCE!***

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